GUIDELINES FOR REVIEWING
A CORE READING PROGRAM RUBRIC
Reading Wonders Core Comprehensive Package
McGraw-Hill School Education
Grade 4

FINAL REVIEW

Directions for use:
- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the "x" within the grade level columns.)*
- Each indicator must receive a score using the following criteria:

  2 – Exceeds expectations

  1 – Meets expectations

  0 – Does not meet expectations

  (For any indicator receiving a 0, comments must be provided justifying the score.)
- Record the total score for each area in the final row for the section.

CENTER ON
INSTRUCTION

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	2	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	2	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	1	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	2	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	
10. Is there a clear and logical organization to the lessons in:									
the order and procedures of each day's lesson?	X	X	X	X	X	X	X	1	Procedures repeat each week. A daily routine was not evident. Vocabulary and skills are not addressed repeatedly.
the inclusion of all necessary materials?	X	X	X	X	X	X	X	2	
the consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
addressing the components of reading every day?	X	X	X	X	X	X	X	2	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	Online-Professional Development is available
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	2	

15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application?	X	X	X	X	X	X	X	1	
Cumulative review?	X	X	X	X	X	X	X	1	Vocabulary repeated in connected text during a given week but not later in the unit.
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	2	
18. Does instruction make a clear connection *among* all five components?	X	X	X	X	X	X	X	2	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	2	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	2	EL scaffolding can be used for all.
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	Available but not prominent.
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	Resources available but not a part of instruction in teacher's manual.
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	2	
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	2	
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	2	
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	
TOTAL								**60**	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
1. Is phonics instruction **explicit**?	X	X	X	X	X	X	X	1	
2. Is phonics instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	1	
4. Is phonics instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
8. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
9. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	
10. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
11. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	Found in Phonics/Fluency Lessons and Vocabulary lessons.
12. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	2	Not called chunking. Explained as a routine on p S17 of TE. Called Multisyllabic Word Strategy
13. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	2	
14. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	2	
15. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	2	
16. Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	2	Called Morphology Vocab Strategy
17. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	2	
18. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building		X	X	X	X	X	X	2	Primarily via word sorts.

	K	1	2	3	4	5	6	Score	Comments
activities, and word analogies)?									
19. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?				X	X	X	X	2	
20. Are word parts that occur with high frequency (e.g., un-, re-, in-, and –ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	2	
21. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	
22. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	Advanced phonics is hard to determine.
23. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
TOTAL								**32**	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is fluency instruction **explicit**?	X	X	X	X	X	X	X	1	
2. Is fluency instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include **coordinated instructional sequences** and **routines?**	X	X	X	X	X	X	X	1	
4. Is fluency instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does fluency instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	2	
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	Available but not obvious.
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	
9. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	Fluency lesson recommended on weekly plan on Thursday only and not part of daily lesson plan. Inconsistent integration during other days. Found in the daily Leveled Reader lessons, but

									guided reading groups don't always meet daily. <u>Publisher Comment:</u> The Reading Every Day lesson in Start Smart lays out routines for daily fluency instruction and practice that teachers should use throughout the year. Besides the weekly whole-group TE lesson on Day 4 and small-group fluency instruction in each TE leveled reader lesson, resources for daily fluency instruction and practice include the weekly comprehension/fluency passages in the Your Turn Practice Book and the Approaching, Beyond, and ELL Reproducibles; Leveled Readers; Reading Workstation Activity Card 29 (which we suggest using every week); and the unit-level Reader's Theater play and Reading Workstation Activity 30.
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	2	
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	<u>Publisher Comment:</u> Irregular words, including multiple meaning words, irregular plurals, and homonyms and homophones are taught to be recognized automatically through Vocabulary Strategy and Phonics/Decoding lessons in the TE. A high-frequency word review lesson, designed to build word automaticity with common, irregular words, appears in Approaching Level small-group instruction each week.
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings)		X	X	X	X	X	X	1	Available but not obvious. Many things can be found online but are

	K	1	2	3	4	5	6	Score	Comments
included?									difficult to find.
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	
16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	
17. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	1	
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	
19. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	1	
20. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	2	Several on-line resources were also available at each level.
21. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	2	
22. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	1	
23. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	Students can time themselves using passages, but could not find ready-made resource for graphing themselves.
24. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	Found instructions in TE.
25. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	Language to use in groups is taught, but could not find partner reading routines.
26. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	2	
27. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	2	
TOTAL								**33**	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is vocabulary instruction **explicit**?	X	X	X	X	X	X	X	2	

2. Is vocabulary instruction **systematic**?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	2	
4. Is vocabulary instruction **scaffolded**?	X	X	X	X	X	X	X	2	
5. Does vocabulary instruction include **cumulative review**?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in **vocabulary**?	X	X	X	X	X	X	X	2	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	2	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	2	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	2	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	1	Lexiles run high and greatly fluctuate.
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	2	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	
Clarifying the word with examples?	X	X	X	X	X	X	X	2	
Checking students' understanding?	X	X	X	X	X	X	X	2	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer	X	X	X	X	X	X	X	2	

	K	1	2	3	4	5	6	Score	Comments
texts?									
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	2	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	Available online but not a part of the lessons in the teacher's manual.
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	1	
Antonyms?	X	X	X	X	X	X	X	1	
Homonyms?		X	X	X	X	X	X	1	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	1	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
TOTAL								**55**	

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is comprehension instruction **explicit**?	X	X	X	X	X	X	X	2	
2. Is comprehension instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include **coordinated instructional sequences and routines**?	X	X	X	X	X	X	X	1	Available but not handy.

#	Question								Score	Notes
4.	Is comprehension instruction **scaffolded**?	X	X	X	X	X	X	X	1	Available but not handy.
5.	Does comprehension instruction include **cumulative review**?	X	X	X	X	X	X	X	1	Primarily through assessment.
6.	Are assessments included to measure and monitor progress in **comprehension**?	X	X	X	X	X	X	X	2	
7.	Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8.	When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	It is applied, but not so that its usefulness can be understood. Some skill application seems contrived.
9.	Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	1	
10.	Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	1	
11.	Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
12.	Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	
13.	Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
14.	Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	
15.	Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
16.	Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	2	
17.	Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	2	
18.	Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	
19.	Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
20.	Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	1	
21.	Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	

	K	1	2	3	4	5	6	Score	Comments
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	2	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	1	
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	1	
Summarization?	X	X	X	X	X	X	X	1	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	1	Provided in online materials.
TOTAL								**44**	

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments

									(e.g., examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	
2. Are instructional strategies using the Common Core State Standards embedded within and apparent throughout the program?	X	X	X	X	X	X	X	2	
3. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	Found separate document for IAS. Will not be in book with the CCSS transition. Listed under the weekly unit bundles in the digital path.
TOTAL								5	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	
TOTAL								5	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	2	
3. Do the assessments identify students who are at	X	X	X	X	X	X	X	2	

	K	1	2	3	4	5	6	Score	Comments
risk or already experiencing difficulty learning to read?									
TOTAL								**6**	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	2	Program has built in lessons for teachers to integrate new routines involving CCSS into classroom routines. Online PD would take significant time but could be viewed from home at your own pace.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	2	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	2	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, high ability, English learners, special education, coaches, and principals)?	X	X	X	X	X	X	X	2	
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	2	Under the digital path, online professional development is offered in all areas.
TOTAL								**10**	